2025-2026 EĞİTİM-ÖĞRETİM YILI TAŞOVA ŞEHİT BEKİR ÖZDEMİR ANADOLU İMAM HATİP LİSESİ FEN VE SOSYAL BİLİMLER PROJE OKULU
9. SINIF İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

DURATION			THEME / CONTENT FRAME		LEARNING OUTCOMES AND PROCESS COMPONENTS		INTERPROGRAM COMPONENTS			IMPORTANT DAYS
MONTH	WEEK	HOUR	THEME	CONTENT FRAME	LEARNING OUTCOMES	PROCESS COMPONENTS	SOCIAL EMOTIONAL LEARNING SKILLS	LITERACY SKILLS	VALUES	
SEP.	WEEK 1 08-12 SEPT.l	4	ORIENTATION							
SEPTEMBER	WEEK 2 15-19 SEPTEMBER	4	REVISION 1	ENG.8.1.R3.Students can make sense of and derive meaning from the current content on “school lifeand education with school events and celebrations (sports, music, drama); developing theenvironment; national days and celebrations”. ENG.8.1.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “school life and education with school events and celebrations(sports, music, drama); developing the environment; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.8.1.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. ENG.8.1.W7.Students can reflect on their experiences, thoughts, ideas, and feelings related to thewriting process about the current content on “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations” in relation to themselves or others, both individually and/or with others. ENG.8.1.S3.Students can produce meaningful and accurate spoken content related to the current themeon “school life and education with school events and celebrations (sports, music, drama);developing the environment; national days and celebrations”. ENG.8.2.R3.Students can make sense of and derive meaning from the current content on “classroomlife and learning with preferences for different learning activities; preferences for differentlearning technologies”.				15 July, Democracy and National Unity Day Primary Education Week
SEPTEMBER	WEEK 3 22-26 SEPTEMBER	4	REVISION 1	ENG.8.2.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about “classroom life and learning with preferences for different learningactivities; preferences for different learning technologies” after recognising them in contextand developing their conscious and inductive vocabulary learning skills. ENG.8.2.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “classroom life and learning with preferencesfor different learning activities; preferences for different learning technologies”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. ENG.8.3.R3.Students can make sense of and derive meaning from the current content on “personallife and well-being with mobile phones and their impact on health and social life; personalpreferences for films and visual arts”. ENG.8.3.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “personal life and well-being with mobile phones and their impacton health and social life; personal preferences for films and visual arts” after recognising themin context and developing their conscious and inductive vocabulary learning skills. ENG.8.3.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “personal life and well-being with mobile phonesand their impact on health and social life; personal preferences for films and visual arts”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. ENG.8.4.R3.Students can make sense of and derive meaning from the current content on “family life andhome with relationships, problems and solutions in the family; different houses and livingstyles”. ENG.8.4.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about “family life and home with relationships, problems and solutions inthe family; different houses and living styles” after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. ENG.8.4.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “family life and home with relationships,problems and solutions in the family; different houses and living styles”, after recognisingthem in context and developing their conscious and inductive grammaring skills throughconsciousness-raising and discovery.				

SEPTEMBER	WEEK 4 29 SEPTEMBER-03 OCTOBER	4	REVISION 2	ENG.8.5.R3.Students can make sense of and derive meaning from the current content on “life in theneighbourhood and city including social life with sports events in the city and rural areas; prosand cons of living in rural areas and in the city”. ENG.8.5.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the neighbourhood and city includingsocial life with sports events in the city and rural areas; pros and cons of living in rural areasand in the city”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. ENG.8.6.R3.Students can make sense of and derive meaning from the current content on “life in the worldand culture with different cooking styles and preferences in the world; different food culturesin the world”. ENG.8.6.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the world and culture with different cooking styles andpreferences in the world; different food cultures in the world” after recognising them in contextand developing their conscious and inductive vocabulary learning skills. ENG.8.6.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the world and culture with differentcooking styles and preferences in the world; different food cultures in the world”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. ENG.8.7.R3.Students can make sense of and derive meaning from the current content on “life in natureand global problems with natural disasters and their damage on animals and nature; naturaldisasters and their damage on people’s lives”.	
OCTOBER	WEEK 5 06-10 OCTOBER	4	REVISION 2	ENG.8.7.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in nature and global problems with natural disasters andtheir damage on animals and nature; natural disasters and their damage on people’s lives” afterrecognising them in context and developing their conscious and inductive vocabulary learningskills. ENG.8.7.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in nature and global problems with naturaldisasters and their damage on animals and nature; natural disasters and their damage onpeople’s lives”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. ENG.8.7.W7.Students can reflect on their experiences, thoughts, ideas, and feelings related to the writingprocess about the current content on “life in nature and global problems with natural disastersand their damage on animals and nature; natural disasters and their damage on people’s lives”in relation to themselves or others, both individually and/or with others. ENG.8.8.R3.Students can make sense of and derive meaning from the current content on “life in theuniverse and future with transport in the future; self-driving cars; flying vehicles in the future”.Students can make sense of and derive meaning from the current content on “life in theuniverse and future with transport in the future; self-driving cars; flying vehicles in the future”. ENG.8.8.V1.Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. ENG.8.8.G1.Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the universe and future with transportin the future; self-driving cars; flying vehicles in the future”, after recognising them in contextand developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	

OCTOBER	WEEK 6 13-17 OCTOBER	4	SCHOOL LIFE	Sub-themes: "Students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Countries: Türkiye, the UK: United Kingdom (England, Scotland, Wales, Northern Ireland). the USA (the United States of America), Canada, Australia, New Zealand, South Africa, Italy, France, Germany, Spain, Russia, India, Japan, China, Mexico Nationalities & Languages: Turkish/Turkish, British/English, Scottish/English, Irish/English, American/English, Canadian/English-French Australian/English, New Zealander/English, South African/English, Italian/Italian, French/French, German/German, Spanish/Spanish, Russian/Russian, Indian/Hindi/Urdu/ English, Japanese/Japanese, Chinese/Chinese, Mexican/Spanish. Target Vocabulary: Countries: South Korea, Poland, Chile, Peru, Thailand, Norway, Hungary, Bulgaria, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus	LISTENING ENG.9.1.L1 Students can prepare and get ready for listening towatching about the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. READING ENG.9.1.R1 Students can prepare for reading the content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations efficiently and effectively. WRITING ENG.9.1.W1 Students can prepare for writing efficiently and accurately based on the current content about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. SPEAKING ENG.9.1.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. VOCABULARY ENG.9.1.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.1.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation with it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

OCTOBER	WEEK 7 20-24 OCTOBER	4	SCHOOL LIFE	Tourist attractions and activities: Nouns: Sightseeing, a tourist attraction, a trip, a journey, a location, a historical/ancient ruin, a historical site, a palace, a square, a tower, a castle, a monument, an art museum, baths, a boat ride, native language, fjords, UNESCO World Heritage Site, tourist spots. Verbs: To head to, to join, to be famous for. Adjectives: fascinating, ancient, native. Adverbs: Fluently *National and religious days, festivals and celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)	LISTENING ENG.9.1.L2 Students can bring together the information in the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. READING ENG.9.1.R2 Students can bring information together about the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations through skimming scanning and detailed reading. WRITING ENG.9.1.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. SPEAKING ENG.9.1.S2 Students can analyse and understand the model content related to school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations to support the production of spoken language. PRONUNCIATION ENG.9.1.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.1.L3 Students can make sense of and derive meaning from the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

OCTOBER	WEEK 8 27-31 OCTOBER	4	SCHOOL LIFE	*Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -"To be" (present) for the following: (Where are you from? I'm/am from Türkiye.) (What's/is your nationality? I'm/am Turkish.) -Modal "Can": (What language (s) can you/we/they/she/he speak? I can speak Turkish. What is the capital of Türkiye? The capital of Türkiye is Ankara. Where can tourists visit in İstanbul? They can visit Sultanahmet Square/Galata Bridge/ Dolmabahçe Palace, etc. in İstanbul. What can tourists do in İstanbul? They can take a boat trip on the Bosphorus etc. in İstanbul. I can speak Japanese.) Functions of the	LISTENING ENG.9.1.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations in relation to themselves or others both individually andor with others. READING ENG.9.1.R3 Students can make sense of and derive meaning from the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. WRITING ENG.9.1.W3 Students can construct new written content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations based on their understanding of the models provided. SPEAKING ENG.9.1.S3 Students can produce meaningful and accurate spoken content related to the current theme on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. READING ENG.9.1.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations in relation to themselves or others both individually andor with others. WRITING ENG.9.1.W4 Students can practise producing written content based on the current theme school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual-written materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	REPUBLIC DAY

NOVEMBER	WEEK 9 03-07 NOVEMBER	4	SCHOOL LIFE	Target Grammatical Structures in Use: -Use of “To be” in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. -Use of “Can”: Describing possibility and opportunity: Describing (language) ability. Target Social Language Expressions in Use: Hello! Hi! Hi there! Let me introduce myself. This is Yasemin from Türkiye. Wow! This palace/tower/etc. is excellent/great/perfect! I like it here/there! Let’s grab our trays! Chat about..! Target Phonological Sounds in Use: Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /eɪ/; /a:/; /a/; /ɔ:/; /eə/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	WRITING ENG.9.1.W5 Students can engage in the process of writing related to the content on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations. SPEAKING ENG.9.1.S4 Students can construct meaningful spoken content about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations through efficient and meaningful practice. WRITING ENG.9.1.W6 Students can reconstruct their writing about the current theme on school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations to communicate effectively about it. SPEAKING ENG.9.1.S5 Students can reconstruct the information about school life with students of different countries nationalities and languages capitals of their countries and tourist attractions activities in their capitals and countries national days and celebrations when communicating with others. ENG.9.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' in relation to themselves or others, both individually and/or with others.	Students review the feedback from the teacher andor peers critically on their prepared andor unprepared writing tasks. Students revise to reorganise the written content of their prepared andor unprepared task based on the feedback received from the teacher andor peers. Students refine and develop their written content produced for their preparedunprepared writing task through the iterative feedback process. Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared andor unprepared speaking situations. Students present their spoken content by selecting and using materials appropriate to the context age language level style and type of discourse similar to those presented in the modelexample for prepared andor unprepared speaking situations. Students present their spoken content by selecting and using target vocabulary and language structures similar andor appropriate to those presented in the modelexample considering their age language level context style and type of discourse for prepared andor unprepared speaking situations. Students convey relevant explicit implicit andor complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared andor unprepared speaking situations. Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared andor unprepared speaking situations. Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others. Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully accurately effectively efficiently functionally and individually as required. Students engage in verbal andor written communication by sharing the reconstructed meaningful information about the current content with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	**Atatürk Week**
FIRST MIDTERM BREAK: November 10 - 14										

NOVEMBER	WEEK 10 17-21 NOVEMBER	4	CLASSROOM LIFE	Sub-themes: ''Classmates, friendships, daily and study routines, habits, and activities'' Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily routines, habits, and activities: Verbs: To wake up, to get out of bed, to make (my) bed, to clean (my) face, to have/take a bath/shower, to comb (my) hair, to take clothes off, to get dressed, to put clothes on, to (re)charge (my) phone, to check emails/ messages, to leave home, to take the (school) bus/train/taxi to school, to walk to school, to attend classes, to have a break, to leave school, to return home, to arrive home, to watch series/ films/documentaries, to relax, to go shopping, to do household chores, to run errands. Vocabulary for study routines, habits and activities: Nouns: A task. Verbs: To plan, to work on (my) tasks, to participate (activities), to read silently/aloud etc., to repeat, to take notes, to last, to focus, to highlight, to keep up with, to get back to (studying)	LISTENING ENG.9.2.L1 Students can prepare and get ready for listening towatching about the current content on classroom life with classmates friendships daily and study routines habits and activities. READING ENG.9.2.R1 Students can prepare for reading the content on classroom life with classmates friendships daily and study routines habits and activities efficiently and effectively. WRITING ENG.9.2.W1 Students can prepare for writing efficiently and accurately based on the current content about classroom life with classmates friendships daily and study routines habits and activities. SPEAKING ENG.9.2.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on classroom life with classmates friendships daily and study routines habits and activities. VOCABULARY ENG.9.2.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about classroom life with classmates friendships daily and study routines habits and activities after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.2.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about classroom life with classmates friendships daily and study routines habits and activities after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

NOVEMBER	WEEK 11 24-28 NOVEMBER	4	CLASSROOM LIFE	*National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.	LISTENING ENG.9.2.L2 Students can bring together the information in the current content on classroom life with classmates friendships daily and study routines habits and activities. READING ENG.9.2.R2 Students can bring information together about the current content on classroom life with classmates friendships daily and study routines habits and activities through skimming scanning and detailed reading. WRITING ENG.9.2.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on classroom life with classmates friendships daily and study routines habits and activities. SPEAKING ENG.9.2.S2 Students can analyse and understand the model content related to classroom life with classmates friendships daily and study routines habits and activities to support the production of spoken language. PRONUNCIATION ENG.9.2.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about classroom life with classmates friendships daily and study routines habits and activities to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.2.L3 Students can make sense of and derive meaning from the current content on classroom life with classmates friendships daily and study routines habits and activities. ENG.9.2.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on classroom life with classmates friendships daily and study routines habits and activities in relation to themselves or others both individually andor with others. READING ENG.9.2.R3 Students can make sense of and derive meaning from the current content on classroom life with classmates friendships daily and study routines habits and activities.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	24 November, Teachers' Day

DECEMBER	WEEK 12 01-05 DECEMBER	4	CLASSROOM LIFE	Target Grammatical Structures in Use: -The Simple Present Tense (Subject verb agreement with subject pronouns “I, we, you, she, he, they, it”.) (I always walk to school.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily and study routines, habits, and activities. Target Social Language Expressions in Use: Bright and early! I call it a day! Hit the books! I learn by heart! Work hard, play later! Target Phonological Sounds in Use: Vowels: e: (/e/; /ae/) Consonants: f: (/f/), g: (/g/, /dʒ/), h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	WRITING ENG.9.2.W3 Students can construct new written content on classroom life with classmates friendships daily and study routines habits and activities based on their understanding of the models provided. SPEAKING ENG.9.2.S3 Students can produce meaningful and accurate spoken content related to the current theme on classroom life with classmates friendships daily and study routines habits and activities. READING ENG.9.2.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on classroom life with classmates friendships daily and study routines habits and activities in relation to themselves or others both individually andor with others. WRITING ENG.9.2.W4 Students can practise producing written content based on the current theme classroom life with classmates friendships daily and study routines habits and activities. WRITING ENG.9.2.W5 Students can engage in the process of writing related to the content on classroom life with classmates friendships daily and study routines habits and activities. SPEAKING ENG.9.2.S4 Students can construct meaningful spoken content on classroom life with classmates friendships daily and study routines habits and activities through efficient and meaningful practice. WRITING ENG.9.2.W6 Students can reconstruct their writing about the current theme on classroom life with classmates friendships daily and study routines habits and activities to communicate effectively about it. SPEAKING ENG.9.2.S5 Students can reconstruct the information about classroom life with classmates friendships daily and study routines habits and activities when communicating with others. ENG.9.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' in relation to themselves or others, both individually and/or with others.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	3 December, International Day of Persons with Disabilities

DECEMBER	WEEK 13 08-12 DECEMBER	4	PERSONAL LIFE PHYSICAL APPEARANCE AND PERSONALITY	Sub-themes: “Physical appearance in terms of physical features and personality in terms of personal traits and characters” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body weight: Plump, slim, well-built. Vocabulary for body height: Medium-height. Vocabulary for hair colour/shape: Blond (male), blonde (female), wavy, curly, straight. Vocabulary for skin colour: Brunette, fair (skinned), tan (skinned) pale (skinned), dark (skinned) Vocabulary for age: Middle-aged, elderly.	LISTENING ENG.9.3.L1 Students can prepare and get ready for listening towatching about the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. READING ENG.9.3.R1 Students can prepare for reading the content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character efficiently and effectively. WRITING ENG.9.3.W1 Students can prepare for writing efficiently and accurately based on the current content about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. SPEAKING ENG.9.3.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. VOCABULARY ENG.9.3.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.3.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

DECEMBER	WEEK 14 15-19 DECEMBER	4	PERSONAL LIFE PHYSICAL APPEARANCE AND PERSONALITY	Vocabulary for physical appearance: Attractive, handsome, good-looking, pretty. Vocabulary for personality: Adjectives: Smart, clever, confident, cheerful, outgoing, careless, calm, shy, silly, forgetful, honest, brave, serious, gentle, kind, polite, generous, rude, peaceful, quiet, moody. Vocabulary for describing appearance: Verbs: To look (like), to sound, to seem. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".	LISTENING ENG.9.3.L2 Students can bring together the information in the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. READING ENG.9.3.R2 Students can bring information together about the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character through skimming scanning and detailed reading. WRITING ENG.9.3.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. SPEAKING ENG.9.3.S2 Students can analyse and understand the model content related to personal life with physical appearance in terms of physical features and personality in terms of personal traits and character to support the production of spoken language. PRONUNCIATION ENG.9.3.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.3.L3 Students can make sense of and derive meaning from the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	
DECEMBER	WEEK 15 22-26 DECEMBER	4	**EVALUATION**							

JANUARY	WEEK 16 29 DECEMBER-02 JANUARY	4	PERSONAL LIFE PHYSICAL APPEARANCE AND PERSONALITY	*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Simple Tense (to be in present) (subject verb agreement with subject pronouns "I, we, you, she, he, they, it): (What does s/he look like? S/he looks very nice.) (What kind of a person is s/he? S/He is a brave person / S/He's very honest.)	LISTENING ENG.9.3.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character in relation to themselves or others both individually andor with others. READING ENG.9.3.R3 Students can make sense of and derive meaning from the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. WRITING ENG.9.3.W3 Students can construct new written content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character based on their understanding of the models provided. SPEAKING ENG.9.3.S3 Students can produce meaningful and accurate spoken content related to the current theme on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. READING ENG.9.3.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character in relation to themselves or others both individually andor with others. WRITING ENG.9.3.W4 Students can practise producing written content based on the current theme personal life with physical appearance in terms of physical features and personality in terms of personal traits and character.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

JANUARY	WEEK 17 05-09 JANUARY	4	PERSONAL LIFE PHYSICAL APPEARANCE AND PERSONALITY	-Too & enough: (S/He's/is too good. S/He's/is good enough.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people's physical appearances, being in present, describing people's personalities -Use of "too & enough": "Too" indicates degrees (Too means more than necessary. "Enough" indicates the right amount of something) Target Social Language Expressions in Use: You look amazing! That sounds great! She's/is too young! What a good person! Target Phonological Sounds in Use: Vowels: i: (/i:/;/ɪ/; /aɪ/) Consonants: j: (ʒ/); k (/k/), l /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	WRITING ENG.9.3.W5 Students can engage in the process of writing related to the content of personal life with physical appearance in terms of physical features and personality in terms of personal traits and character. SPEAKING ENG.9.3.S4 Students can construct meaningful spoken content about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character through efficient and meaningful practice. WRITING ENG.9.3.W6 Students can reconstruct their writing about the current theme on personal life with physical appearance in terms of physical features and personality in terms of personal traits and character to communicate effectively about it. SPEAKING ENG.9.3.S5 Students can reconstruct the information about personal life with physical appearance in terms of physical features and personality in terms of personal traits and character when communicating with others. ENG.9.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others.	Students review the feedback from the teacher andor peers critically on their prepared andor unprepared writing tasks. Students revise to reorganise the written content of their prepared andor unprepared task based on the feedback received from the teacher andor peers. Students refine and develop their written content produced for their preparedunprepared writing task through the iterative feedback process. Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared andor unprepared speaking situations. Students present their spoken content by selecting and using materials appropriate to the context age language level style and type of discourse similar to those presented in the modelexample for prepared andor unprepared speaking situations. Students present their spoken content by selecting and using target vocabulary and language structures similar andor appropriate to those presented in the modelexample considering their age language level context style and type of discourse for prepared andor unprepared speaking situations. Students convey relevant explicit implicit andor complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared andor unprepared speaking situations. Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared andor unprepared speaking situations. Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others. Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully accurately effectively efficiently functionally and individually as required. Students engage in verbal andor written communication by sharing the reconstructed meaningful information about the current content with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	
JANUARY	WEEK 18 12-16 JANUARY	4	**SCHOOL BASED PLANNING**							
SEMESTER: January 19 - 30										

FEBRUARY	WEEK 19 02-06 FEBRUARY		FAMILY LIFE	Sub-themes: “Family members’ jobs, work routines, work activities and workplaces” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for jobs: Nouns: A bank clerk, a security guard, a pharmacist, a photographer, a journalist, an architect, a lawyer, an accountant, a businessperson, a computer programmer, a scientist, a psychologist, a content creator, a virtual assistant, a digital marketer, a counsellor, a client, a patent (holder) Vocabulary for workplaces: Nouns: A bank, a shopping centre, a pharmacy, a photography studio, a news agency, an architecture/ architectural firm, a law firm, an accounting firm, a business office, an IT company, a science lab, a clinic, a social media platform, leisure centre, Additional Nouns: brand, brand awareness, Adverbs: remotely. Vocabulary for action verbs representing family members’ work routines and activities:	LISTENING ENG.9.4.L1 Students can prepare and get ready for listening towatching about the current content on family life with family members jobs work routines work activities and workplaces. READING ENG.9.4.R1 Students can prepare for reading the content on family life with family members jobs work routines work activities and workplaces efficiently and effectively. WRITING ENG.9.4.W1 Students can prepare for writing efficiently and accurately based on the current content about family life with family members jobs work routines work activities and workplaces. SPEAKING ENG.9.4.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on family life with family members jobs work routines work activities and workplaces. VOCABULARY ENG.9.4.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about family life with family members jobs work routines work activities and workplaces after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.4.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about family life with family members jobs work routines work activities and workplaces after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

FEBRUARY	WEEK 20 09-13 FEBRUARY		FAMILY LIFE	Vocabulary for family members: A cousin, a nephew, a niece, stepfather, stepmother, stepson, stepdaughter, relative. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics.	LISTENING ENG.9.4.L2 Students can bring together the information in the current content on family life with family members jobs work routines work activities and workplaces. READING ENG.9.4.R2 Students can bring information together about the current content on family life with family members jobs work routines work activities and workplaces through skimming scanning and detailed reading. WRITING ENG.9.4.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on family life with family members jobs work routines work activities and workplaces. SPEAKING ENG.9.4.S2 Students can analyse and understand the model content related to family life with family members jobs work routines work activities and workplaces to support the production of spoken language. PRONUNCIATION ENG.9.4.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about family life with family members jobs work routines work activities and workplaces to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.4.L3 Students can make sense of and derive meaning from the current content on family life with family members jobs work routines work activities and workplaces. LISTENING ENG.9.4.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on family life with family members jobs work routines work activities and workplaces in relation to themselves or others both individually andor with others.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

FEBRUARY	WEEK 21 16-20 FEBRUARY		FAMILY LIFE	Target Grammatical Structures in Use: -The Simple Present Tense: (affirmative, negative, interrogative) (Subject verb agreement with subject pronouns “I, we, you, she, he, they, it”.) What is her/his job? S/he’s/is a scientist. What does s/he do? S/he researches a new project. What’s/is your job? I’m/am a photographer. What do you do? I shoot photographs. What are your parents’ job? They’re/are architects. What do they do? They design buildings. -Prepositions of place: at, in, on Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about family members’ and other people’s jobs, describing work activities, identifying workplaces. -Use of the prepositions of place: Describing where people work. Target Social Language Expressions in Use: Great job! S/he made it! S/he’s/ is in charge of the building. S/He’s/is responsible for designing the plans. Target Phonological Sounds in Use: Vowels: o: (/o/, /ɒ/, /ɔ:/) Consonants: m: (/m/), n: (/ŋ/, p: /p/	READING ENG.9.4.R3 Students can make sense of and derive meaning from the current content on family life with family members jobs work routines work activities and workplaces. WRITING ENG.9.4.W3 Students can construct new written content on family life with family members jobs work routines work activities and workplaces based on their understanding of the models provided. SPEAKING ENG.9.4.S3 Students can produce meaningful and accurate spoken content related to the current theme on family life with family members jobs work routines work activities and workplaces. READING ENG.9.4.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on family life with family members jobs work routines work activities and workplaces in relation to themselves or others both individually andor with others. WRITING ENG.9.4.W4 Students can practise producing written content based on the current theme family life with family members jobs work routines work activities and workplaces. ENG.9.4.W5 Students can engage in the process of writing related to the content on family life with family members jobs work routines work activities and workplaces. SPEAKING ENG.9.4.S4 Students can construct meaningful spoken content about family life with family members jobs work routines work activities and workplaces through efficient and meaningful practice. WRITING ENG.9.4.W6 Students can reconstruct their writing about the current theme on family life with family members jobs work routines work activities and workplaces to communicate effectively about it. SPEAKING ENG.9.4.S5 Students can reconstruct the information about family life with family members jobs work routines work activities and workplaces when communicating with others. ENG.9.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' in relation to themselves or others, both individually and/or with others.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

FEBRUARY	WEEK 22 23-27 FEBRUARY	4	LIFE IN THE HOUSE AND NEIGHBOUR HOOD	Sub-themes: “Types of houses, rooms, furniture and activities in the house” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses: A detached house (a single-family house-AmE), a semi-detached house (a duplex-AmE), a terraced house (a row house-AmE), a block of flats (an apartment building-AmE.), a villa (a vacation home-AmE), a cottage, a bungalow (a ranch house-AmE), a penthouse. Vocabulary for rooms and places in the house: (For revision): Nouns: a bedroom, a sitting-room (a living room-AmE), a garden (a yard-AmE), a kitchen, a bathroom, a toilet (a restroom-AmE), a utility room (a laundry room-AmE), a dining room, a corridor-a hall (a hallway-AmE), a garage, upstairs, downstairs, a terrace (patio-AmE). Vocabulary for furniture and appliances in the house: A sofa (a couch-AmE), a table, a chair, an armchair, a coffee table, a wardrobe (a closet-AmE), a bedside table (a nightstand-AmE), a cupboard, a bathtub, a shower, a basin (a sink-AmE), a hoover (a vacuum cleaner- AmE), an oven, a fridge (a refrigerator-AmE, a	ENG.9.5.W1. Students can prepare for writing efficiently and accurately based on the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''. ENG.9.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''. ENG.9.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''. LISTENING ENG.9.5.L2 Students can bring together the information in the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. READING ENG.9.5.R2 Students can bring information together about the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house through skimming scanning and detailed reading. WRITING ENG.9.5.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. SPEAKING ENG.9.5.S2 Students can analyse and understand the model content related to life in the house and neighbourhood with types of houses rooms furniture and activities in the house to support the production of spoken language. PRONUNCIATION ENG.9.5.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about life in the house and neighbourhood with types of houses rooms furniture and activities in the house to develop holistic and conscious pronunciation skills after recognising them in context.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

MARCH	WEEK 23 02-06 MARCH	4	LIFE IN THE HOUSE AND NEIGHBOUR HOOD	Adjectives: Spacious, stylish, harmonious. Vocabulary for the activities to be done at home: (For revision): Verbs: to have breakfast/dinner/lunch, to have a shower/ bath, to make (the bed), to clean, to watch TV, to play computer games, to read. To prepare the table (to set the table for breakfast/lunch/dinner-AmE), to relax, to iron, to brush (teeth, hair), to tidy up, to wash the dishes, to wash/do the laundry. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme	LISTENING ENG.9.5.L3 Students can make sense of and derive meaning from the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. LISTENING ENG.9.5.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house in relation to themselves or others both individually andor with others. READING ENG.9.5.R3 Students can make sense of and derive meaning from the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. WRITING ENG.9.5.W3 Students can construct new written content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house based on their understanding of the models provided. SPEAKING ENG.9.5.S3 Students can produce meaningful and accurate spoken content related to the current theme on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. READING ENG.9.5.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house in relation to themselves or others both individually andor with others. WRITING ENG.9.5.W4 Students can practise producing written content based on the current theme life in the house and neighbourhood with types of houses rooms furniture and activities in the house.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

MARCH	WEEK 24 09-13 MARCH	4	LIFE IN THE HOUSE AND NEIGHBOUR HOOD	In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense: (Subject verb agreement with subject pronouns: I/you/ we/they/he/she/it). (Affirmative, negative, interrogative): (Where do you live? I live in a flat.) (What type of a house is it? It's/is a cottage.) -Time expressions for the present time: Now, at the moment, at present -The Present Progressive Tense: (What are you doing at home now? I'm/am cleaning our house now. (Subject verb agreement with subject pronouns: I/you/we/they/he/she/it). (Affirmative, negative, interrogative) -Possessive adjectives: My, our, your, his, her, its, our, their.	WRITING ENG.9.5.W5 Students can engage in the process of writing related to the content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. SPEAKING ENG.9.5.S4 Students can construct meaningful spoken content about life in the house and neighbourhood with types of houses rooms furniture and activities in the house through efficient and meaningful practice. WRITING ENG.9.5.W6 Students can reconstruct their writing about the current theme on life in the house and neighbourhood with types of houses rooms furniture and activities in the house to communicate effectively about it. SPEAKING ENG.9.5.S5 Students can reconstruct the information about life in the house and neighbourhood with types of houses rooms furniture and activities in the house when communicating with others. ENG.9.5.W6. Students can reconstruct their writing about the current theme on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' to communicate effectively about it. ENG.9.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/ or with others.	Students review the feedback from the teacher andor peers critically on their prepared andor unprepared writing tasks. Students revise to reorganise the written content of their prepared andor unprepared task based on the feedback received from the teacher andor peers. Students refine and develop their written content produced for their preparedunprepared writing task through the iterative feedback process. Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared andor unprepared speaking situations. Students present their spoken content by selecting and using materials appropriate to the context age language level style and type of discourse similar to those presented in the modelexample for prepared andor unprepared speaking situations. Students present their spoken content by selecting and using target vocabulary and language structures similar andor appropriate to those presented in the modelexample considering their age language level context style and type of discourse for prepared andor unprepared speaking situations. Students convey relevant explicit implicit andor complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared andor unprepared speaking situations. Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared andor unprepared speaking situations. Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others. Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully accurately effectively efficiently functionally and individually as required. Students engage in verbal andor written communication by sharing the reconstructed meaningful information about the current content with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy

		SECOND MIDTERM BREAK: March 16 - 20								18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week
MARCH	WEEK 25 23-27 MARCH	4	LIFE IN THE HOUSE AND NEIGHBOUR HOOD	Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about types of houses (What kind of a house is it? It's/is a cottage.) Asking and answering about where people live in terms of house types. -Use of the Present Progressive Tense: Describing present activities in the house. What is s/he doing now? S/he's/is having breakfast in the kitchen now.) Target Social Language Expressions in Use: Make yourself at home! Home sweet home! There's no place like home! What a nice house! Target Phonological Sounds in Use: Vowels: - no vowels Consonants: q: (/k/); r: (/r/); s:(/s/) sh: /ʃ/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	WRITING ENG.9.5.W5 Students can engage in the process of writing related to the content on life in the house and neighbourhood with types of houses rooms furniture and activities in the house. SPEAKING ENG.9.5.S4 Students can construct meaningful spoken content about life in the house and neighbourhood with types of houses rooms furniture and activities in the house through efficient and meaningful practice. WRITING ENG.9.5.W6 Students can reconstruct their writing about the current theme on life in the house and neighbourhood with types of houses rooms furniture and activities in the house to communicate effectively about it. SPEAKING ENG.9.5.S5. Students can reconstruct the information about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' when communicating with others. ENG.9.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/ or with others.	Students review the feedback from the teacher andor peers critically on their prepared andor unprepared writing tasks. Students revise to reorganise the written content of their prepared andor unprepared task based on the feedback received from the teacher andor peers. Students refine and develop their written content produced for their preparedunprepared writing task through the iterative feedback process. Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared andor unprepared speaking situations. Students present their spoken content by selecting and using materials appropriate to the context age language level style and type of discourse similar to those presented in the modelexample for prepared andor unprepared speaking situations. Students present their spoken content by selecting and using target vocabulary and language structures similar andor appropriate to those presented in the modelexample considering their age language level context style and type of discourse for prepared andor unprepared speaking situations. Students convey relevant explicit implicit andor complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared andor unprepared speaking situations. Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared andor unprepared speaking situations. Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others. Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully accurately effectively efficiently functionally and individually as required. Students engage in verbal andor written communication by sharing the reconstructed meaningful information about the current content with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

APRIL	WEEK 26 30 MARCH-03 APRIL	4	LIFE IN THE CITY & COUNTRY	Sub-themes: ''Local and international food culture and food festivals in the city'' Target Vocabulary in Use (with revisional vocabulary): Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), international (food), street food, a (food) fair, an international/regional/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, cream, sweetcorn (corn-AmE), cereal, yoghurt (yogurt-AmE), seafood, salmon, beef, duck, tuna, a mushroom, a pineapple, a coconut, aubergine (eggplant-AmE), spinach, vinegar herbs, courgette (zucchini-AmE). Vocabulary for international dishes: Nouns: Turkish pizza (lahmacun), couscous, barbecue (barbeque-AmE), a lamb chop, a kebab (shish kebab), a stew, noodles, a curry, tacos, a falafel, an omelette (an omelet-AmE), a burger, a biscuit (cookie-AmE), pasta, dessert, soup. Adjectives: Spicy, salty, hot, sweet, sour, bitter, savoury (savory-AmE), juicy, creamy, tender, giant. Verbs: To taste, a stall, a (street) vendor, to crack (eggs), to stir, -	LISTENING ENG.9.6.L1 Students can prepare and get ready for listening towatching about the current content on life in the city and country with local and international food culture and food festivals in the city. READING ENG.9.6.R1 Students can prepare for reading the content on life in the city and country with local and international food culture and food festivals in the city efficiently and effectively. WRITING ENG.9.6.W1 Students can prepare for writing efficiently and accurately based on the current content about life in the city and country with local and international food culture and food festivals in the city. SPEAKING ENG.9.6.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on life in the city and country with local and international food culture and food festivals in the city. VOCABULARY ENG.9.6.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about life in the city and country with local and international food culture and food festivals in the city after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.6.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about life in the city and country with local and international food culture and food festivals in the city after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. LISTENING ENG.9.6.L2 Students can bring together the information in the current content on life in the city and country with local and international food culture and food festivals in the city. READING ENG.9.6.R2 Students can bring information together about the current content on life in the city and country with local and international food culture and food festivals in the city through skimming scanning and detailed reading.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

APRIL	WEEK 27 06-10 APRIL	4	LIFE IN THE CITY & COUNTRY	-The Simple Present Tense with "Wh-question words": (What festival is this? It is the Orange Festival.) (What do you cook at the Orange Festival? We cook/make orange jam at the Orange Festival.) (Where is the Omelette Festival? It is in France. What do they cook? They cook omelette in a very big pan.) (What are the ingredients? The ingredients are eggs, milk, cheese, green peppers and mushrooms.) (How do they cook it? They put some milk, some eggs, and some mushrooms in a pan, they stir it and cook it.) -The Present Progressive Tense: (What are you cooking now? We are cooking orange cake now.) -The Simple Present Tense vs the Present Progressive Tense: (How do they serve it? They serve it with salad and bread but we're/are serving it with green pepper now.) Functions of Target Language Grammar in Use: -Use of "Or": Asking for options to help someone choose something by using the word "or". -Use of the Simple Present Tense: Describing habits, routines, regular and repeated actions. -Use of the Present Progressive Tense: describing actions happening at or around the time of speaking.	WRITING ENG.9.6.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on life in the city and country with local and international food culture and food festivals in the city. SPEAKING ENG.9.6.S2 Students can analyse and understand the model content related to life in the city and country with local and international food culture and food festivals in the city to support the production of spoken language. PRONUNCIATION ENG.9.6.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about life in the city and country with local and international food culture and food festivals in the city to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.6.L3 Students can make sense of and derive meaning from the current content on life in the city and country with local and international food culture and food festivals in the city. LISTENING ENG.9.6.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on life in the city and country with local and international food culture and food festivals in the city in relation to themselves or others both individually andor with others. READING ENG.9.6.R3 Students can make sense of and derive meaning from the current content on life in the city and country with local and international food culture and food festivals in the city. WRITING ENG.9.6.W3 Students can construct new written content on life in the city and country with local and international food culture and food festivals in the city based on their understanding of the models provided. SPEAKING ENG.9.6.S3 Students can produce meaningful and accurate spoken content related to the current theme on life in the city and country with local and international food culture and food festivals in the city.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

APRIL	WEEk 28: 13-17 APRIL	4	LIFE IN THE CITY & COUNTRY	Use of “Wh-questions”: Asking and answering about factual information in the present time with Wh- questions and with the pronouns we/you/they by using the Present Simple Tense and Present Progressive Tense. -Use of the Simple Present Tense vs the Present Progressive Tense: Comparing the descriptions of general truths, routines and habits by using the Simple Present Tense with actions happening at the present moment and/or around the current time by using the Present Progressive Tense. Target Social Language Expressions in Use: This tastes amazing! What a delicious meal! I’m full, but I can’t stop eating! You’re/ are good at/bad at cooking! Target Phonological Sounds in Use: Vowels: u: (/u/, /u:/) Consonants: t: (/t/, /ð/, /θ/); v: (/v/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	READING ENG.9.6.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on life in the city and country with local and international food culture and food festivals in the city in relation to themselves or others both individually andor with others. WRITING ENG.9.6.W4 Students can practise producing written content based on the current theme life in the city and country with local and international food culture and food festivals in the city. ENG.9.6.W5 Students can engage in the process of writing related to the content on life in the city and country with local and international food culture and food festivals in the city. SPEAKING ENG.9.6.S4 Students can construct meaningful spoken content about life in the city and country with local and international food culture and food festivals in the city through efficient and meaningful practice. WRITING ENG.9.6.W6 Students can reconstruct their writing about the current theme on life in the city and country with local and international food culture and food festivals in the city to communicate effectively about it. SPEAKING ENG.9.6.S5 Students can reconstruct the information about life in the city and country with local and international food culture and food festivals in the city when communicating with others. ENG.9.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' in relation to themselves or others, both individually and/or with others.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

APRIL	WEEK 29 20-24 APRIL	4	LIFE IN THE WORLD & NATURE	Sub-themes: ''Nature, endangered animals, their natural living conditions and habitats, and protection of them" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, rainforests, woodlands, jungles, oceans, deserts. Verbs: To need, to survive, to lessen, to breed, to hunt, to hide, to donate, to save, to protect, to produce, to prevent, to threaten, to reduce, to be at risk, to support, to affect. Other related vocabulary: Nouns: A shelter, a disease, a food source, wildlife, volunteer, overhunting, overfishing, sea/marine pollution, air pollution, habitat loss, safety, population, survival, existence. Adjectives: dedicated, renewable, illegal. *National and religious days, festivals and celebrations:	LISTENING ENG.9.7.L1 Students can prepare and get ready for listening towatching about the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. READING ENG.9.7.R1 Students can prepare for reading the content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them efficiently and effectively. WRITING ENG.9.7.W1 Students can prepare for writing efficiently and accurately based on the current content about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. SPEAKING ENG.9.7.S1 Students can prepare themselves to speak meaningfully fluently and efficiently about the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. VOCABULARY ENG.9.7.V1 Students can select and use target vocabulary efficiently effectively and accurately based on the current content about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them after recognising them in context and developing their conscious and inductive vocabulary learning skills. GRAMMAR ENG.9.7.G1 Students can select and use target grammatical language items efficiently effectively and accurately based on the current content about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. LISTENING ENG.9.7.L2 Students can bring together the information in the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. READING ENG.9.7.R2 Students can bring information together about the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them through skimming scanning and detailed reading.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS8. Sustainability LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	23 April National Sovereignty and Children's Day

APRIL	WEEK 30 27 APRIL-01 MAY	4	LIFE IN THE WORLD & NATURE	Overhunting, water pollution, etc. are the reasons for their endangerment.) -The Simple Past Tense with Verb "To be": Was/were; there was/there were (Affirmative, negative, and question forms): (What was the population of the leopards in the past? There were about 700.000 leopards in the world 50 years ago.) (What is the population of the leopard now? -There are about 250.000 leopards in the world today.) (What was the main habitat of leopards/elephants etc..? Their main habitat was the jungle.) (Where were the habitats of elephants? Their habitats were woodlands and forests.) (What were the habitats of endangered animals like 50 years ago? They were cleaner and safer etc. than they are today.) -Use of "should" as a modal verb: (What should we do to protect endangered animals? We should protect their habitats. We should reduce water/air pollution. We should create safe areas for them.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing facts, situations, and conditions in the past.	WRITING ENG.9.7.W2 Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. SPEAKING ENG.9.7.S2 Students can analyse and understand the model content related to life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them to support the production of spoken language. PRONUNCIATION ENG.9.7.P1 Students can select and use target phonological aspects such as pronunciation and intonation of target sounds words phrases clauses and sentences in utterances authentically naturally and accurately in the current content about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them to develop holistic and conscious pronunciation skills after recognising them in context. LISTENING ENG.9.7.L3 Students can make sense of and derive meaning from the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. LISTENING ENG.9.7.L4 Students can reflect on the information experiences thoughts ideas and feelings related to the listening towatching process about the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them in relation to themselves or others both individually andor with others. READING ENG.9.7.R3 Students can make sense of and derive meaning from the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. WRITING ENG.9.7.W3 Students can construct new written content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them based on their understanding of the models provided. SPEAKING ENG.9.7.S3 Students can produce meaningful and accurate spoken content related to the current theme on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way. Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS8. Sustainability LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	29 April, Kût'ül Amâre Victory 1 May, Labour Day

MAY	WEEK 31 04-08 MAY	4	LIFE IN THE WORLD & NATURE	-Use of the Simple Past Tense “Verb to be (Was/were)”: Asking and answering for information at a specific time in the past. -Use of the Simple Past Tense “There was/There were”: Asking and answering about factual information and questioning the existence of things, people, and animals at a specific time in the past. -Use of the modal “Should”: Describing advice, recommendation (and expectation), describing obligation (and expectation). Target Social Language Expressions in Use: It’s too late! / It’s not too late! Every little bit helps! Spread the word! In safe hands! Target Phonological Sounds in Use: Diphthongs: ea: (/eə/), ee: /ɪə/ Consonants: w: (/w/); x: (/ks/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	READING ENG.9.7.R4 Students can reflect on the information experiences thoughts ideas and feelings related to the reading process about the current content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them in relation to themselves or others both individually andor with others. WRITING ENG.9.7.W4 Students can practise producing written content based on the current theme life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. WRITING ENG.9.7.W5 Students can engage in the process of writing related to the content on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them. SPEAKING ENG.9.7.S4 Students can construct meaningful spoken content about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them through efficient and meaningful practice. WRITING ENG.9.7.W6 Students can reconstruct their writing about the current theme on life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them to communicate effectively about it. SPEAKING ENG.9.7.S5 Students can reconstruct the information about life in the world and nature with nature endangered animals their natural living conditions and habitats and protection of them when communicating with others. ENG.9.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others. ENG.9.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others. LISTENING ENG.9.8.L1 Students can prepare and get ready for listening towatching about the current content on life in the universe and future with films film genres futuristic films with futuristic ideas and technology.	Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process with others. Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process. Students present relevant supportive materials appropriate to the assigned prepared andor unprepared writing task considering the type of writing and appropriateness to the age and language level.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS8. Sustainability LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

MAY	WEEK 32 11-15 MAY	4	LIFE IN THE UNIVERSE AND FUTURE	Sub-themes: “Films, film genres, futuristic films with futuristic ideas, and technology” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for film genres: Nouns: Film (movie-AmE), comedy, action, cartoon (animated-AmE), romantic (romance-AmE), family film, adventure, science fiction, detective film, historical film, thriller, mystery, horror, musical, documentary, biographical, crime, martial arts. Vocabulary for futuristic film genres: Nouns: Space adventure, robots, alien invasion, time travel, time loop, space exploration, adventure, superheroes, science (sci-fi) fantasy, an invention, a discovery, a survival, an actor, an actress, a director, a crew, virtual reality, a myth. Verbs: To discover, to explore, to invent, to adapt, to control, to be into sth. Adjectives: *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”,	ENG.9.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.L2. Students can bring together the information in the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.L3. Students can make sense of and derive meaning from the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others. ENG.9.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to develop holistic and conscious pronunciation skills after recognising them in context. ENG.9.8.R1. Students can prepare for reading the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' efficiently and effectively. ENG.9.8.R2. Students can bring information together about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' through skimming, scanning and detailed reading. ENG.9.8.R3. Students can make sense of and derive meaning from the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.	Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully. Students identify significant and necessary relationships and connections between their pre-existing knowledge their past experience and the clues to the current content by responding to meaningful questions about it without speaking Turkish or using a translation. Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. Students make rational predictions about the current content by looking at the supplementary visual elements provided. Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. Students recognise significant relationships between pre-existing knowledge past experiences and clues to current content. Students make strong preliminary predictions about the current content based on explored and recognised relationships. Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it. Students relate pre-existing knowledge and experiences from initial listening watching and reading processes to current content by examining and activating them. Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences following guided instructions. Students relate current content by analysing pre-existing knowledge and experiences from earlier listening watching and reading sessions to associate them with the current content. Students make predictions about the main topic of the current content by identifying general contextual clues from the visual audio and written preparation materials provided during the listeningwatching for gist andor reading for skimming sessions. Students check the accuracy of the predictions related to the general contextual clue by listening to watching andor reading the audio visual andor written content in context. Students search the target audiovisual andor written content by scanning to find key components of the theme. Students listenwatch the content carefully andor read it silently to identify and underlinecircle Students listen to watch andor read the audio visual and written current content presented in context that introduces the general use of the target language structures in the current theme. Students examine example sentences provided by the teacher or instructional materials including Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared andor unprepared speaking situations. Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others. Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully accurately effectively efficiently functionally and individually as required. Students engage in verbal andor written communication by sharing the reconstructed meaningful information about the current content with others.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

MAY	WEEK 33 18-22 MAY	4	LIFE IN THE UNIVERSE AND FUTURE	"30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use:	ENG.9.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others. ENG.9.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.9.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.9.8.W1. Students can prepare for writing efficiently and accurately based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.	Students identify the main topic of the current content in general by listening towatching it as a whole in its context. Students recognise the significant details and basic components of the current content within the whole by listening to and watching the whole content carefully to notice them. Students skim the current content by looking very quickly and carefully at the surrounding visual Students grasp the significant and basic components of the content in the modelsample provided for the assigned writing task including word selection and use grammar selection and use and other details such as type style and meaning as required. Students grasp what the provided modelexample is about with the help of audio visual andor written elements after listening watching andor reading the current content. Students recognise the target phonological aspects such as pronunciation and intonation of target sounds words phrases and sentences in utterances within the current content by listening to watching it first as a whole and then with pauses. Students repeat utterances including target sentences clauses phrases and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually. Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation intonation stress and other features as they are understood. Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content. Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audiovisual content again to check for accuracy. Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content appropriately effectively accurately naturally automatically and consciously when communicating with others in different contexts. Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content. Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals ensuring clarity and meaning. Students recognise significant branching linear or spiral relationships if any within the generally perceived current content. Students make essential inferences and deductions to understand the meaning of the generally perceived current content better. Students strongly recognise the holistic meaning formed by the components comparisons classifications and details related to the current content. Students construct a detailed understanding of the meaning of the current content through prior classifications comparisons and inferencesdeductions. Students position internalise and personalise current content in an individualised age-appropriate and level-appropriate way.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	19 May, The Commemoration of Atatürk, Youth and Sports Day
MAY	WEEK 33 25-29 MAY		**EVALUATION**							29 May, Conquest of İstanbul

JUNE	WEEK 34 01-05 JUNE	4	LIFE IN THE UNIVERSE AND FUTURE	They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, negative, Interrogative): (What (do you think) will happen in the future? (I think) robots will help people in the future. People will travel to other planets. Scientists will invent new machines to explore space. Time travellers will change history. People will live in virtual reality worlds.)	ENG.9.8.W3. Students can construct new written content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' based on their understanding of the model(s) provided. ENG.9.8.W4. Students can practise producing written content based on the current theme ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.W5. Students can engage in the process of writing related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.W6. Students can reconstruct their writing about the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to communicate effectively about it. ENG.9.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others. ENG.9.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.	Students individually convey their personal knowledge experiences thoughts and feelings that are critically reviewed in relation to the current listening towatching contents and the process. Students share their personal verbal and written knowledge experiences thoughts and feelings that they critically review in relation to the current listening towatching content and process with others. Students produce new audiovisual products individually by revising their personal work after participating in reflective activities related to the listening towatching process of the current content. Students classify significant and necessary elements of the current content in a meaningful way. Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. Students recognise significant and basic spiral causal and logical relationships in the current content through careful examination and analysis. Students make meaningful inferences from information in the current content by examining it critically. Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level. Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new prepared andor unprepared writing task related to the current theme. Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new prepared andor unprepared writing task related to the current theme. Students conduct preliminary research relevant to the assigned prepared andor unprepared writing task on the current content considering the type of writing age appropriateness and language level. Students produce a well-organised and detailed draft relevant to the prepared andor unprepared type of writing and appropriate for the age and language level. Students organise and develop contextual materials relevant to the type of the assigned task prepared andor unprepared and appropriate to age and language level. Students modify the content they produce for the assigned writing task in a coherent and meaningful way consistent with the assigned prepared andor unprepared type of writing and appropriate to the age and language level. Students recognise which form and type of spoken content is expected and assigned based on the modelexample about the current theme for both prepared andor unprepared speaking situations through careful examination. Students conduct preliminary research on the expected and assigned content to be produced for prepared andor unprepared speaking situations. Students develop a draft outline in accordance with the assigned prepared andor unprepared speaking situations as presented in the modelexample appropriate to the age and language level based on the current theme. Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the modelexample for prepared andor unprepared speaking situations and appropriate to their age and language level. Students organise information related to the current content to be presented appropriate to the modelexample for prepared andor unprepared speaking situations. Students critically review their prepared presentation content for accuracy coherence and appropriateness to audience and context in prepared andor unprepared speaking situations. Students convey individually their knowledge experiences thoughts and feelings that they review critically in relation to the current reading-comprehension content and process.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

JUNE	WEEK 35 08-12 JUNE	4	LIFE IN THE UNIVERSE AND FUTURE	Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing events and happenings (in films). -Use of the Simple Future Tense: Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future, describing advice, recommendations (and expectations). Target Social Language Expressions in Use: This (film) is a breath of fresh air! This (film) is not my cup of tea! I'm not brave enough to watch this! What's next? Target Phonological Sounds in Use: Diphthong: o, oe, owoa, ou, eau: /əʊ/ Consonants: y: (/j/, /i/; z: (/z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)	ENG.9.8.S2. Students can analyse and understand the model content related to ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to support the production of spoken language. ENG.9.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. ENG.9.8.S4. Students can construct meaningful spoken content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' through efficient and meaningful practice. ENG.9.8.S5. Students can reconstruct the information about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' when communicating with others. ENG.9.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others.	Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process. Students present relevant supportive materials appropriate to the assigned prepared andor unprepared writing task considering the type of writing and appropriateness to the age and language level. Students use appropriate discourse forms styles and strategies for the assigned prepared andor unprepared writing task considering its writing type and appropriate to their age and language level. Students use target words and grammatical language structures accurately and appropriately in their writing tasks by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level. Students express their messages about the current content clearly to the reader in the assigned prepared andor unprepared writing task.Students review the feedback from the teacher andor peers critically on their prepared andor unprepared writing tasks. Students revise to reorganise the written content of their prepared andor unprepared task based on the feedback received from the teacher andor peers. Students refine and develop their written content produced for their preparedunprepared writing task through the iterative feedback process. Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared andor unprepared speaking situations. Students present their spoken content by selecting and using materials appropriate to the context age language level style and type of discourse similar to those presented in the modelexample for prepared andor unprepared speaking situations. Students present their spoken content by selecting and using target vocabulary and language structures similar andor appropriate to those presented in the modelexample considering their age language level context style and type of discourse for prepared andor unprepared speaking situations. Students convey relevant explicit implicit andor complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared andor unprepared speaking situations.	SELS1.1. Self-Awareness SkillSELS1.2. Self-Regulation SkillSELS1.3. Self-Reflection SkillSELS2.1. Communication SkillSELS2.2. Cooperation SkillSELS2.3. Social Awareness SkillSELS3.1. Adaptability SkillSELS3.2. Flexibility SkillSELS3.3. Responsible Decision-Making Skill	LS1. Information LiteracyLS2. Digital LiteracyLS3. Financial LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic LiteracyLS7. Data LiteracyLS9. Art Literacy	V1. JusticeV3. DiligenceV4. FriendshipV5. SensitivityV6. HonestyV7. AestheticsV9. CompassionV10. ModestyV11. IndependenceV12. PatienceV13. Healthy LivingV14. RespectV16. ResponsibilityV19. PatriotismV20. Benevolence	

JUNE	WEEK 36 15-19 JUNE		**SCHOOL BASED PLANNING**
JUNE	Week 37: 22-26 June	4	**SOCIAL ACTIVITY**

School-based planning includes research and observation, social activities, project work, local studies, reading activities, and similar tasks that are decided to be carried out within the scope of the course by the subject teachers' board. The time allocated for these activities is scheduled within the academic year and expressed in the annual plans. The instructional activities to be carried out within the scope of these plans should support student participation, provide opportunities for learning by doing and experiencing, and serve the holistic development of the student.

*The school-based planning weeks indicated in this framework plan are presented as examples. The planning should be made in accordance with the decisions taken by the subject teachers' board, taking into account the conditions of the school and the course.

Seher ŞAHAN

İngilizce Öğretmeni

UYGUNDUR

08.09.2025

OKUL MÜDÜRÜ

Mehmet GÜNAYDIN